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ABSTRACT

Instruments directed toward mass education and in use or soon to be in use in Tanzania are discussed. These include radio, radio with the addition of written study aids, or a combination of these with correspondence instruction. The radio approach to adult education has been uncoordinated at the national level. Each organization with radio time has approached its listeners on narrowly oriented topics. Plans are in progress to show the need for coordinated efforts in the field of educational radio. The Cooperative Education Centre in Moshi has been using study group methods to aid listeners. The Centre has developed different methods of organizing and teaching cooperative education. It is the only national institution in Tanzania which offers correspondence courses combined with radio broadcasts. In the future, the newly established National Correspondence Institution will widen the scope and opportunities of correspondence education for adults in Tanzania. The national plan includes provision of radio programs, study groups, and short residential courses. (CK)

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The enthusiastic farmer showing a visitor round his land will point to the difficulties and problems he is facing and the planning and hard work he has put in to achieve the results so far. He will almost certainly end by suggesting the visitor returns next month or next year when the fruits of his planning and organisation will be apparent in abundance.

The Adult Educator in Tanzania finds himself in a somewhat similar position to the farmer. His field of mass education has been surveyed, some of the spade-work been done, growth is promising, but the full harvest is yet to come.

The Background

In this brief Paper it is not felt necessary to describe in detail those factors in Tanzania which impede progress towards mass adult education. The size of the country, the lack of road and rail networks: a largely illiterate population of thirteen million people living for the most part in isolated agricultural communities, and a shortage of trained teachers. These are matters which many delegates to this conference will be familiar with in their own countries. But Tanzania has advantages as well as drawbacks. Kiswahili, the National Language, although not everywhere 'spoken at home', is used and understood throughout the country. However much it may be regretted by enthusiasts for a diverse culture, tribal or regional languages together with tribal customs are dying out and giving way to more uniform patterns of social behaviour. It is an unavoidable concommitant of a strongly unified political and educational framework.

With the present limitations imposed by terrain, illiteracy and trained teachers of adults, the adult educator has a limited number of alternative methods at his disposal. We propose mainly discussing only those which are directed towards mass education methods, which are in use or will shortly be used and all involving the use of radio alone, radio with the addition of written study materials, or a combination of these with correspondence. Perhaps because adult educators themselves still have much to learn about the use of this powerful medium radio, none of these methods has so far been fully explored or exploited. We have still to discover how best to employ radio to meet the needs of the people at this stage of the country's development.

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An Unco-ordinated Beginning

Until recently the approach to adult education by radio at National level has been uncoordinated. Those ministries, parastatal bodies and other organisations with adult education sections or departments have had radio allocated to them. Not surprisingly, each of them has aimed to inform and have been hopeful of educating their listeners on matters rather narrowly topic oriented. For example the Ministry of Agriculture might make programmes instructing farmers in how to grow maize. While in another quite separate programme the Agricultural Products Board might be giving instructions on storing and marketing the crop. It has followed that since the one does not know what the other is doing there may be overlapping or omission in the chain of information and instruction. In any case the approaches with different emphasis in what is really the same subject, is bound to confuse the listeners.

Making good radio programmes in isolation is under any circumstances likely to prove difficult. Where there are few trained educational radio people, as is the case in Tanzania, the first thing to suffer is technique. In the early stages - and this has happened in almost every country which has embarked on education by radio - there has been too great a reliance on the 'straight talk'. This is natural. People chosen as radio educators arrive with experience in class-room methods and with an imperfect understanding of the differences between 'face-to face' and the educational radio situation. The inexperienced radio producer seeks safety by inviting a subject expert to give a talk - probably choosing a superior officer from his own organisation to do it. The officer proceeds to record fifteen minutes or half an hour even of uncompromising 'correct' factual speech, and if the facts are correct and the omissions not too obvious, then the 'authorities' - namely the higher officers in the organisation are satisfied. Only the listener is not - he has probably switched off long before the talk is ended. This example is crude but by no means exaggerated description of what often happens. Radio producers had, and to some extent still have to learn that the expert in any field of knowledge is only marginally likely to be the best person to teach it by radio.

Radio programmes produced in isolation are slow to develop change of form. If one form is adopted and is successful with one producer others will tend to follow the example so that at any one time a majority

of programmes will be 'talks', or later 'feature' or 'magazines' or later still the 'dramatization'. What gets lost is the variety of presentation, permutations of forms which go to make the medium a lively and stimulating one.

Collaboration

It cannot be over-emphasized that where a number of people making radio programmes for different agencies are working in collabotation and when their work is coordinated there will grow up a body of informed opinion and an atmosphere in which constructive criticism and competition can flourish. Without the opportunity for cross fertilization of ideas, for testing them against the experience of others, radio in any context - educational or entertainment inevitably becom s pedestrian, dull and ineffective. Policies aiming towards mass education demand the highest degree of coordination, and collaboration between the teachers and radio people who are engaged in the work at all levels. But, at the same time this should not impose too rigorous restrictions on the individual producer to choose his own individual approach to his programme. Radio even educational radio, is an art as well as a science and calls for the exercise of individual imagination. In Tanzania, as this paper is being written, there are plans which show the need for coordinated effort in the field of educational radio is appreciated. We are moving in the right direction.

Study in Groups

So far we have spoken of programmes produced by organisations who rely solely on radio without the addition of written material to aid the listeners. They are designed for the individual and isolated listener.

The Cooperative Education Centre in Moshi (part of the Ministry of Agriculture, Food and Cooperatives) is a case apart. They have been using Study Group methods.

Radio study groups have a relatively long and well documented history, As early as 1927 the then British Broadcasting Company were running programmes in collaboration with the Workers Education Association. In the U.S.A. radio 'Town Forums' and in Canada 'Farm Forums' have been successful as have been the Farm Forums financed by Unesco and sponsored by the Government of Bombay.[1]

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1 "No. 48 Radio Broadcasting series Rural Development" Unesco.

Unlike other ministries and national organisations the Cooperative Education Centre has developed in the past six years different interesting methods of organising and teaching cooperative education among members, committee-men and secretaries of cooperative societies.

First, early in 1965, correspondence courses were offered in subjects like Elementary Book-keeping, Consumer's cooperatives and Duties of Committee-men in the cooperative societies.

In 1967, a radio programme 'Jifunze Ushirika' was launched by Cooperative Education Centre. The students listened to the programme in organised groups and discussed two questions which they were asked to answer. They submitted their answers to the centre for comments.

Later, in 1969, the Cooperative Education Centre began a correspondence course called 'Msingi ya Uchumi'. What is interesting to note about this course is its method of organisation and teaching. The course was supplemented by radio programmes aimed at stimulating students, solving their study problems and difficulties, giving additional facts about the course and publicizing the course for future recruitment. The students who enrolled were divided into study groups. (There were 130 groups in about 15 regions of Tanzania). These groups met to discuss the correspondence study letters prepared by Cooperative Education Centre and the radio programme associated with them. So the Cooperative Education Centre has been experimenting to a large extent with group study methods either radio work alone or correspondence study, or groups where the radio and correspondence are combined. This kind of experience and information is very useful to other institutions involved in adult education. Moreover, the whole net-work of study groups spread throughout Tanzania if firmly established could form a basis for other national study campaigns. In fact the Institute of Adult Education made use of the Cooperative Education Centre study groups and group leaders for its first study campaign Kupanga ni Kuchagua (To Plan is to Choose).

Where there are few teachers the radio study group method is invaluable. When it is combined with correspondence between group and the adult education body, it is possibly the best substitute for face-to-face teaching that has so far evolved.

The Cooperative Education Centre is the only national institution in Tanzania which offers correspondence courses combined with radio

broadcasts. But in the near future, the National Correspondence Institution, established in December 1970 as part of the Institute of Adult Education, University of Dar es Salaam, will widen the scope and opportunities of correspondence education for adults in Tanzania. The national plan includes provision of radio programmes, study groups and short residential courses as activities to be organised to supplement correspondence courses. Special booklets and guides for radio broadcasts will be produced to encourage organised study groups. The aim is to employ different media and methods of teaching correspondence students to derive maximum educational benefit from the studies offered.

For instance, a series of radio broadcasts by itself has a limited educational impact. It may stimulate student's interest, in a particular field of knowledge or skill, but it does not give him an immediate opportunity to discuss or comment on matters presented by radio. This is particularly true when a student is listening to a programme by himself. On the other hand, radio programmes prepared for organised study groups and supplemented by materials encourage students to think more about the programme, and to an exchange of views within the group.

Similarly, Correspondence courses taken by the solitary student may lack the motivation given given by the human voice. It is not easy for an adult learner to discipline himself to a course of study based solely on printed materials. He feels physically and mentally isolated. He would be happier and better motivated working with a group of friends who have common interest, and common goals. Such studies could become both entertaining and educative.

Combining these various techniques for mass communication is to cater for the psychological needs of an adult learner. He is essentially neither a passive learner nor a dumb scholar. He likes to discuss his own views and exchange them with others. Adult educators consider factors which affect the personality of a learner when dealing with face-to-face teaching. They select and use various methods of teaching based on principles which affect the learning process but when preparing radio programmes or writing study materials or correspondence courses, they seem to underestimate the significance of choosing the appropriate form and method of teaching.

The Institute of Adult Education, University of Dar es Salaam has come late the field of radio, but is cultivating it assiduously.

The basic principles of radio group study were by then well known at the Institute of Adult Education and the first Tanzanian national study campaign was promoted to encourage informed discussion on the Second Five Year Plan and cooperative action in the groups and other communities. This was in 1969. The campaign was relatively small-scale and groups were concentrated round the Institute's up-country centres where it was easy to organise them.

The first campaign, Kupanga ni Kucahgua was a pilot radio project aimed at spelling out the popular version of the Second Five Year Development Plan for Tanzania. The Institute also organised and conducted a series of short training seminars for radio study group leaders. The project met with some problems, but the experience gained in planning, organising, and running the campaign was of immense value to the future radio work of the Institute. The second campaign, Uchaguzi ni Wako The Choice is Yours was also based on the same principles. Study groups were organised to discuss the radio series on the General Elections of 1970 - an important National event in Tanzania.

The Present Campaign

The Third Campaign mounted by the Institute of Adult Education is considerably more ambitious than the earlier ones and is due to begin in October this year - the tenth year of Independence. The study course will end and the radio programmes culminate on December 7 - two days before Independence Day. So this campaign, like the others, has a national theme: to make the celebrations more meaningful.

This will be done through a series of ten-fifteen minute programmes with the addition of written study materials, in which the development of Tanzania is traced from early times up until the present day. And since Tanzania is an agricultural country dependent ypon the development of the rural areas for its future, the main aim is to provide materials for simple and often illiterate people in terms they will understand and appreciate. The goal is to increase their sense of national awareness, or national identity, bringing people to a realisation that they are the Nation and the Nation is dependent on their efforts. The title of the campaign

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2 Immediately preceding each study broadcast there will be a fifteen minute 'gathering time' programme mainly by music but including answers to question sent in by group members.

is 'Wakati wa Furaha' - A Time for Rejoicing - an intentionally double edged phrase since ten years of Independence is something to be joyful about, and the aim is to make the programme enjoyable too. It will not do to forget that membership of and attendance at group activities is voluntary. If the meetings are not enjoyable then groups will fade.

We do not propose to say very much about the content of the programmes or the written study materials for these will have only limited interest for delegates from outside Tanzania. Rather we will direct attention to the planning and organisation of the campaign which has more general application.

Planning the Campaign

The decision to mount the campaign was taken early in January - and we stress this - that date early though it may seem is still not early enough to allow an adequate measure of time in which to prepare for the campaign starting nearly ten months later.

The first action taken after the decision to go ahead was to enquire which of the other agencies with 'air time' might be considering making programmes with similar aims. We wanted to avoid duplication of effort and as is consistant with our general air of avoiding isolation - to find collaboration.

The Cooperative Education Centre at Moshi was considering Independence celebration programmes and agreed at once to full-scale cooperation. This was particularly valuable since as we have shown, the Cooperative Education Centre has considerable experience in study group work, and has a number of established groups in being. Moreover, the Cooperative Education Centre saw the value of having material in what otherwise might be a slack time. Groups need constant feeding to keep them active!

The Study Materials

So in January the decision was made to mount the campaign which would run for ten weeks: October 5 - December 7. It was further decided to produce a text book of nine chapters which, fully illustrated would give more detailed information on the subject than could be provided in the radio programmes. This would be written simply and be suitable

for reading aloud at group meetings for the benefit of illiterate members. The radio programmes would not attempt to do more than illustrate a few of the main points in the series. As well as, and from these two sources - radio and text book, it was decided to produce a Study Guide. This will be a small booklet designed to guide group members towards seeing for themselves the adult education 'lessons' contained in the series. It will help their understanding of text book and radio material, give suggestions for discussion and for possible group action. As well as these it was decided to prepare a Group Leaders Manual to help the leader to organise and run meetings and advise on the ways in which discussion and activities can be stimulated.

These written materials have additional importance since if radio reception happens to be poor for any reason, groups will still be able to function without hearing the radio at all. Though we cannot pretend group work is likely to be unaffected by its absence!

Time and Work Schedule

We knew from occasionally traumatic experience tained in the previous campaign that forward planning is absolutely vital to success. To facilitate this we prepared a wall chart on which were marked the known and positive dates for the exercise at that time. These were the beginning and end dates for the series - October - December 7. This gave us a firm basis from which to work - and visibly so: a strong line across the chart plain to be seen by everyone concerned with the campaign. From there we worked backwards. We knew that distribution of study materials to all parts of the country would take two months which automatically gave us a dead-line for completion of publications - August 1. This left us with the period from January 17 (when the text book writers were commissioned) until the end of July into which to squeeze the writing of the text-book, production of radio programmes, editing them, and from them preparing the Study Guide. In this period also has to come the text book and study guide printing (done by commercial firm) and the preparation and duplication of the Group Leaders Manual in the Institute of Adult Education. The chart look something like

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Group Recruitment

We aim to recruit as many groups in as many parts of the country as possible. To achieve this the Institute is using two methods. The first is to contact people who are likely to be able and willing to organise recruitment and group formation in gatherings of primary school teachers (primary schools tend also to be centres for adult education) to agricultural extension seminars, cooperative society meetings - indeed to as many meetings where educational people are gathered as possible. Fortunately, they are a frequent occurrence. But time and distance prevent full coverage 'in person' so in addition a series of duplicated sheets have been prepared in the form of an 'Information Kit' - which fully explains the campaign, its educational purpose, and the materials which will be available to groups. (Copies of the Information Kit are available to delegates who may be interested.) The kit also includes a recorded tape EXERPT from one of the radio programmes to give some idea of what these are like. These kits are mailed to District Education Officers (Adult Education) and to the Institute's own upcountry centres and other organisations whose staff distribute them further.

All this is not enough. To make the campaign as widely known as possible, a planned Publicity Campaign is being run, using radio, newspapers and periodicals for which press releases and 'feature' articles are prepared. Taken together these activities should stimulate group recruitment and encourage the emergence of volunteer group leaders.

Group Leaders

Group Leaders are almost certainly the single most important factor affecting the success of a group study campaign.

Although in Tanzania natural leaders seem almost to spring from the ground, we know that specific training in group leadership is of great assistance to them. Where possible training will be carried out by Institute staff, the staff of the Cooperative Education Centre and its associated wings, and by other organisations in touch with group leaders. But again, time and geography and staff shortage limit coverage by them. And we have to admit, that few people in educational establishments even, have experience of group leader training - training in how to teach people to recruit, organise meetings and run groups. Anticipating

perhaps two thousand or more groups in this campaign the task of training that number of leaders is a formidable one. To overcome the problem the Institute is organising a number of seminars for the training of group leader trainers.

Group Leader Training Seminars

At these seminars many participants may not be teachers: relatively few will be familiar with the principles of the study group method and almost none will know how to run a 'Wakati wa Furaha'-study group course. The point to note here is that we believe that training specifically related to the study course subject will create more effective group leadership and group performance. These training seminars are planned to take place in August and September when sufficient vital study materials (not yet ready for overall distribution) are available. The group leader is the key to group success. More than that, in the national situation group leadership and group activities may be seen as the foundation for democratic participation in Tanzanian society.

At the seminars the psychology of acceptable group leadership is stressed. The training will emphasize the necessity for the leader - preferably elected by the group - to be on terms of equality with the group. The distinction is that he is 'First among Equals' whose natural standing in the community and whose training now suit him to the task of leadership.

We believe the group should number from eight to twelve: large enough to bring a broad spectrum of ideas and experience to discussion, but not so large that it cannot be 'controlled' by an ordinary trained member.

We are in no doubt that given good trained leadership leading to full participation by members in discussion and to group activity can bring a sense of personal fulfilment and achievement and lead in turn to a more ready acceptance of the idea that adult education is not merely for the few but is within reach of all. Group work in short can motivate individuals towards a desire for further learning. This must be a prime objective of adult education.

Evaluation

The Institute's Research Department will evaluate the campaign. We are most interested in (1) Attendance: (some drop out is inevitable)

(2) Cognitive learning. (3) Attitude changes towards group study, and attitude changes towards involvement as individuals or groups of Tanzanians in the development of the country. And (4) since this campaign is still only a move towards mass education we shall seek continuous evaluation of the effectiveness of study materials and training processes at all stages.

The Ministry of Agriculture and Cooperatives who are planning to use radio study group methods on a really vast scale in the near future, are sending observers to the Institute's training seminars for study group leader trainers. In some respects the Wakati wa Furaha campaign must still be seen as a pilot project from which we can all learn.

Summary

We have briefly described some of the ways in which radio is being used as a medium for adult education in Tanzania, and the need for coordinated programming. We have discussed the theory and possibilities for study group work, emphasizing the need for trained group leaders. Above all we stress the need for careful, detailed, step by step planning well in advance of the beginning of any campaign such as the 'Wakati wa Furaha' one briefly described, and suggested that any campaign setting out to educate adults either in groups or for solitary study should be designed for their enjoyment as well as their education. A wall planning chart is an invaluable aid to smooth organisation.

Perhaps a final word of caution should be given. Being human, adult educators are as susceptable to fashion as anyone else. At the moment radio study groups are very much 'the thing' and we should recognise that our audiences appetite for, and capacity to benefit from study group courses may be limited. Satiation would be fatal.

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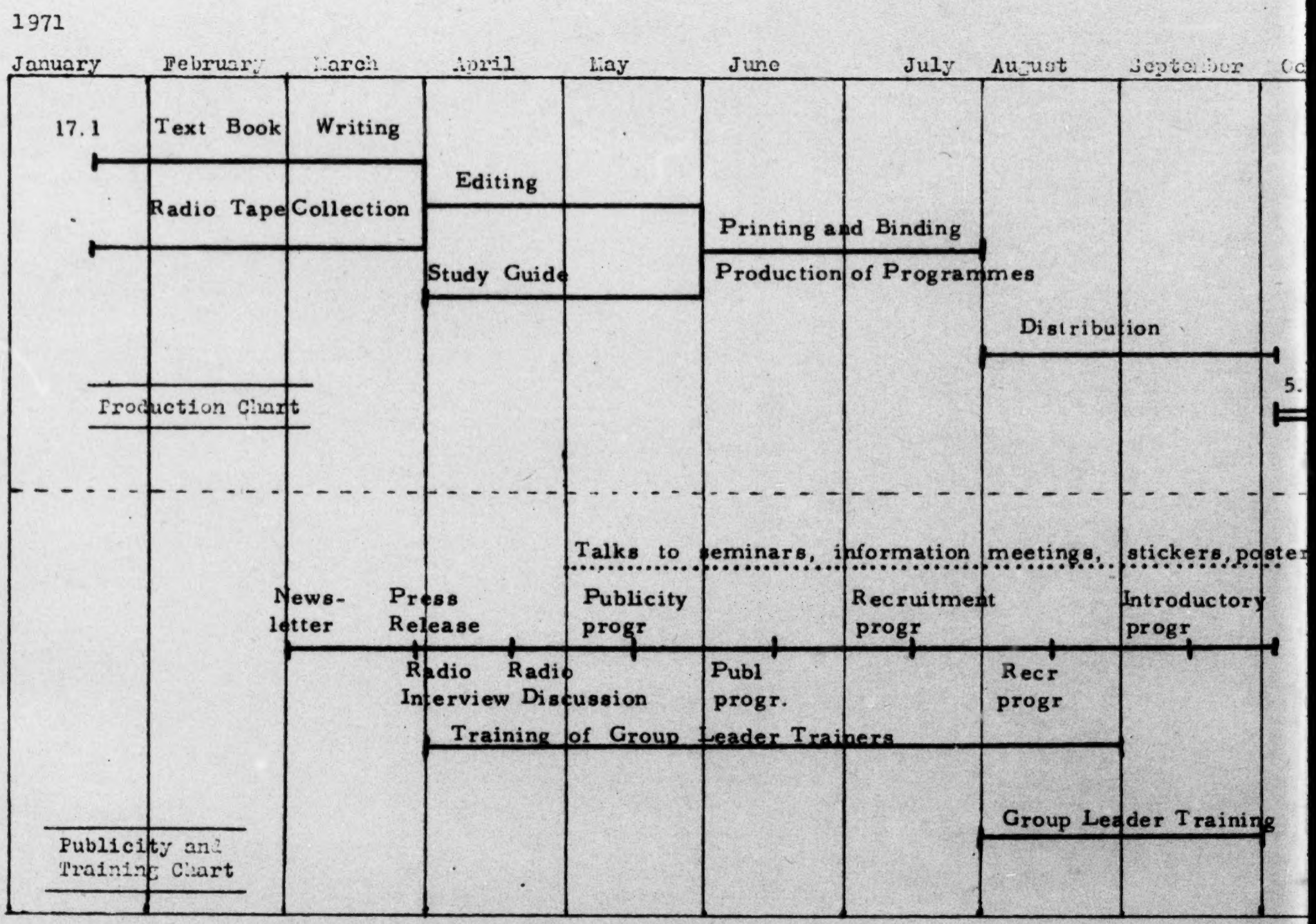
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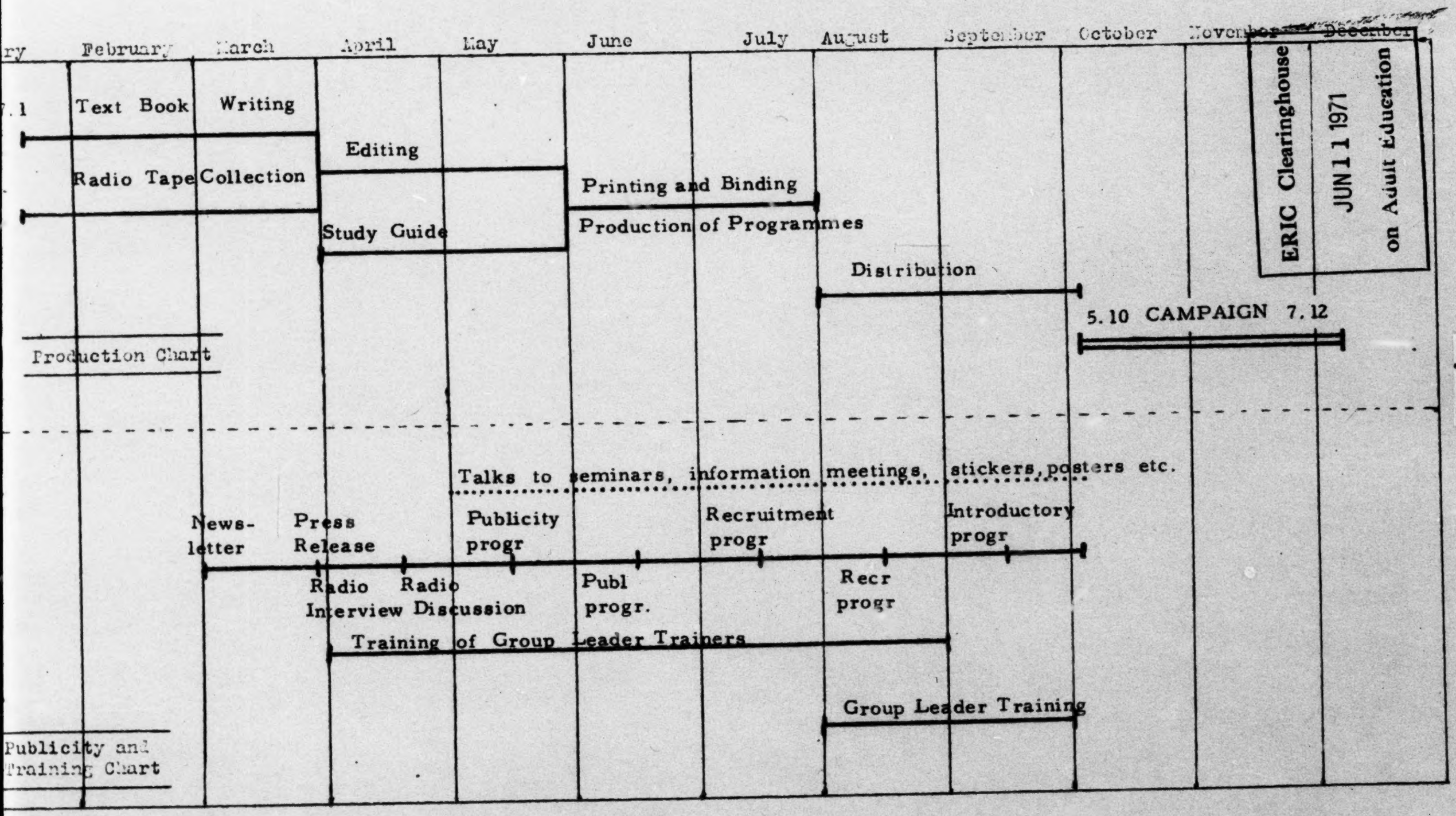

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